

Helen Basturkmen
University of Auckland

Title of paper: Strategies for dealing with language issues during classroom interaction in disciplinary teaching: The perspectives of two Accounting lecturers

Relatively little is known about the strategies disciplinary lecturers use to deal with language issues that occur incidentally during classroom interaction. The present paper reports findings from a wider project into ways lecturers focus on language during first-year Accounting classes in a higher education setting in New Zealand. In this context, Accounting presents a new linguistic register for nearly all students, although language is viewed as “fairly unproblematic” and decisions to focus on language are “not expected to affect the content to any great degree” (Airey, 2016: 73). There were approximately 50 students in the classes and around 60% were ESL students. The first part of the wider study identified and classified language-related episodes (LREs) that arose incidentally during the teaching of two Accounting lecturers (Basturkmen & Shackleford, 2015). This paper reports findings from the second part of the study, an interview-based enquiry into the lecturers’ perspectives on strategies they used for dealing with language issues. To understand why the lecturers had taken the specific actions they had in academic situations in their classes a stimulated recall technique was used. The lecturers were shown and asked to comment on a set of LREs from the interactive phrases of their lectures. The episodes acted as prompts to trigger the lecturers’ recall of the events and led to discussion of why and how they had dealt with the language issues at the time.

References

- Airey, J. (2016). EAP, EMI or CLIL. In K. Hyland & P. Shaw (Eds.), *The Routledge handbook of English for academic purposes* (pp. 71-83). London: Routledge.
- Basturkmen, H., & Shackleford, N. (2015). How content lecturers help students with language: An observational study of language-related episodes in interaction in first year accounting classrooms. *English for Specific Purposes*, 37, 87-97.